

# EDUC 5555

## Assessment & Intervention

Class #6

# Class 6 Objectives

- Discuss current issues in assessment that were identified in the HW article.
- Begin developing an understanding of the Three-Tiered model of Instruction, also known as Response to Intervention (RtI), in a general sense, and then in the specific lens of Math RtI in the state of Utah.

# Issues in Assessment

- Learning vs Auditing
- Value added vs Absolute value
- Speed tests vs Power tests
- Traditional assessment vs Alternative Assessment\*
- Authentic vs Contrived\*

\* These two issues seem to be very similar; lots of overlap

In small groups, discuss your assigned “issue” using the next 5 slides as a guide.

# Learning vs Auditing

- Is education simply about the learning, or is it about knowing the learning has occurred?
- **Audit**, in the context of quality in education, is a process for checking that procedures are in place to assure quality, integrity or standards of provision and outcomes.

# Value added vs Absolute value

- **Value-added** analysis is a statistical technique that uses student achievement data *over time* to measure the learning gains students make. This methodology offers a way to estimate the impact schools and teachers have on student learning isolated from other contributing factors such as family characteristics and socioeconomic background. In other words, value-added analysis provides a way to measure the effect a school or teacher has on student academic performance over the course of a school year or another period of time.
- What are some conversations surrounding **value-added** assessment?
- [http://blogs.edweek.org/edweek/Bridging-Differences/2010/10/dear\\_deborah\\_you\\_asked\\_what.html](http://blogs.edweek.org/edweek/Bridging-Differences/2010/10/dear_deborah_you_asked_what.html)
- [http://www.ascd.org/publications/educational\\_leadership/nov05/vol63/num03/Challenges\\_of\\_Value-Added\\_Assessment.aspx](http://www.ascd.org/publications/educational_leadership/nov05/vol63/num03/Challenges_of_Value-Added_Assessment.aspx)
- <http://www.tapsystem.org/policyresearch/policyresearch.taf?page=valueadded>
- **Absolute value** - Achievement tests describe the *absolute levels* attained by students in their end-of-year tests.

# Speed tests vs Power tests

- In a **speed test** the scope of the questions is limited and the methods you need to use to answer them is clear. Taken individually, the questions appear relatively straightforward. Speed test are concerned with how many questions you can answer correctly in the allotted time.
- A **power test** will present a smaller number of more complex questions. The methods you need to use to answer these questions are not obvious, and working out how to answer the question is the difficult part. Once you have determined this, arriving at the correct answer is usually relatively straightforward.
- <http://www.psychometric-success.com/psychometric-tests/psychometric-speed-power-tests.htm>
- <http://www.britannica.com/EBchecked/topic/481664/psychological-testing/23857/Speed-tests-versus-power-tests>

# Traditional assessment vs Alternative Assessment

- **Traditional assessment** examples – true/false questions, multiple choice, essay tests, short answer tests
- **Alternative assessment** examples – portfolios, projects, demonstrations
- <http://www.tojet.net/articles/232.pdf>
- <http://www.jcu.edu/academic/planassess/pdf/Assessment%20Resources/Rubrics/Other%20Rubric%20Development%20Resources/Different%20ways%20to%20Grade.pdf>

# Authentic vs Contrived

**Authentic** assessment – tasks based on “real-world” contexts

**Contrived** assessment – test items are not authentic or “real world”

- <http://jfmueeller.faculty.noctrl.edu/toolbox/whatisit.htm>
- [http://wik.ed.uiuc.edu/index.php/Authentic\\_Assessment](http://wik.ed.uiuc.edu/index.php/Authentic_Assessment)
- [http://www4.ncsu.edu/~jlnietfe/EDP560\\_Notes\\_files/Planning%20Classroom%20Tests.pdf](http://www4.ncsu.edu/~jlnietfe/EDP560_Notes_files/Planning%20Classroom%20Tests.pdf)



Time for a....



# How Professional Learning Communities Respond When Kids Don't Learn

# The Inescapable Question of a PLC

**How will we respond when students don't  
learn?**

# PLC and RTI: Natural Partners

- Focus on learning
- Collaborative culture
- Focus on results

# What is RtI?

- Systematically addressing academic and behavior skills through the practice of providing high quality instruction and intervention matched to student need to create learning environments that are effective, efficient, relevant, and durable
- Every ED Initiative
- Comprehensive way to address student needs

# RtI is NOT

- A special education initiative for LD identification
- NEW
- A program
- Just about reading
- Fast
- Something individuals do by themselves
- More work for educators—it is *different* work for educators

# Bridging the Gap:

EVERY ED



# Rtl in a nut shell...





# Rtl Synonyms

- Rtl = Multi-tier Systems = Three-Tiered Instruction
- Tier 1 = **Core** Instruction = Initial Instruction
- Tier 2 = **Supplemental** Instruction
- Tier 3 = **Intensive** Instruction

# Underlying Principles of 3-Tiered Prevention Models

What are the predictable failures?

1

What can we do to prevent failure?

2

How will we maintain consistency?

3

How will we know if it's working?

4

4 Components

Same  
at Every  
Level!

Making the shift to a new paradigm, like Rtl, does not simply involve accepting a new set of skills. It also involves giving up certain beliefs in favor of others.

~ Ken Howell

It's time for a break!

[Close](#)

# Which School is Like Yours?

- Charles Darwin School
- Pontius Pilate School
- Chicago Cub Fan School
- Henry Higgins School

“We believe all kids can learn...”

...based on their ability.”

...if they take advantage of the opportunity we give them.”

...something, and we will help all students experience  
academic growth in a warm and nurturing  
environment.”

...and we will work to help all students achieve high  
standards of learning.”

# Which School is Like Yours?

- Charles Darwin School
- Pontius Pilate School
- Chicago Cub Fan School
- Henry Higgins School

# Variables Related to Student Achievement

## Within Student

## External to Student

Alterable

Desire to learn  
Strategies for learning  
Knowledge  
Skills  
Prior content knowledge  
Self-efficacy/helplessness

Quality of curriculum  
Quality of instruction  

- Pedagogical knowledge
- Content knowledge

Quality of evaluation  
Quality of learning environment  
Quantity and quality of time/  
content

Unalterable  
(Hard to  
Change)

Race  
Genetic potential  
Gender/sex  
Birth order  
Disposition  
Health  
Physical differences  
IQ  
Disability category  
Personal history

Family income and resources  
Family housing  
Parent years of schooling  
Mobility  
Members of family  
Family values  
Peer socioeconomic status  
Family history



# Alterable Components

- Time – instructional time and schedules
- Teaching – instructional focus & strategies
- Practice – opportunities to build accuracy & understanding

# Shift in Assumptions

- LEARNING as the Constant
- Time and Support as the Variables

# Formula for Learning in a PLC

$$\begin{array}{ccccc} \text{Targeted Instruction} & + & \text{Time} & = & \text{Learning} \\ \downarrow & & \downarrow & & \downarrow \\ \text{Variable} & & \text{Variable} & & \text{Constant} \end{array}$$

Confronting the Question,  
“How will we respond when our  
students don’t learn?”

requires...

a school-wide plan

that guarantees students

the time and support they need regardless

of who their teacher might be.

There should be a...

Collective Response

# Systematic Support

- Directive
- Timely
- Targeted

# STEPS in the RTI Process

- Solid **Core** program (Tier 1)
- Universal screening
- Differentiated support within Tier 1
- Progress monitoring of students in the core
- **Supplemental** (Tier 2) interventions to students slightly below level
- Progress monitoring of students within a supplemental intervention

continued...

# STEPS in the RTI Process

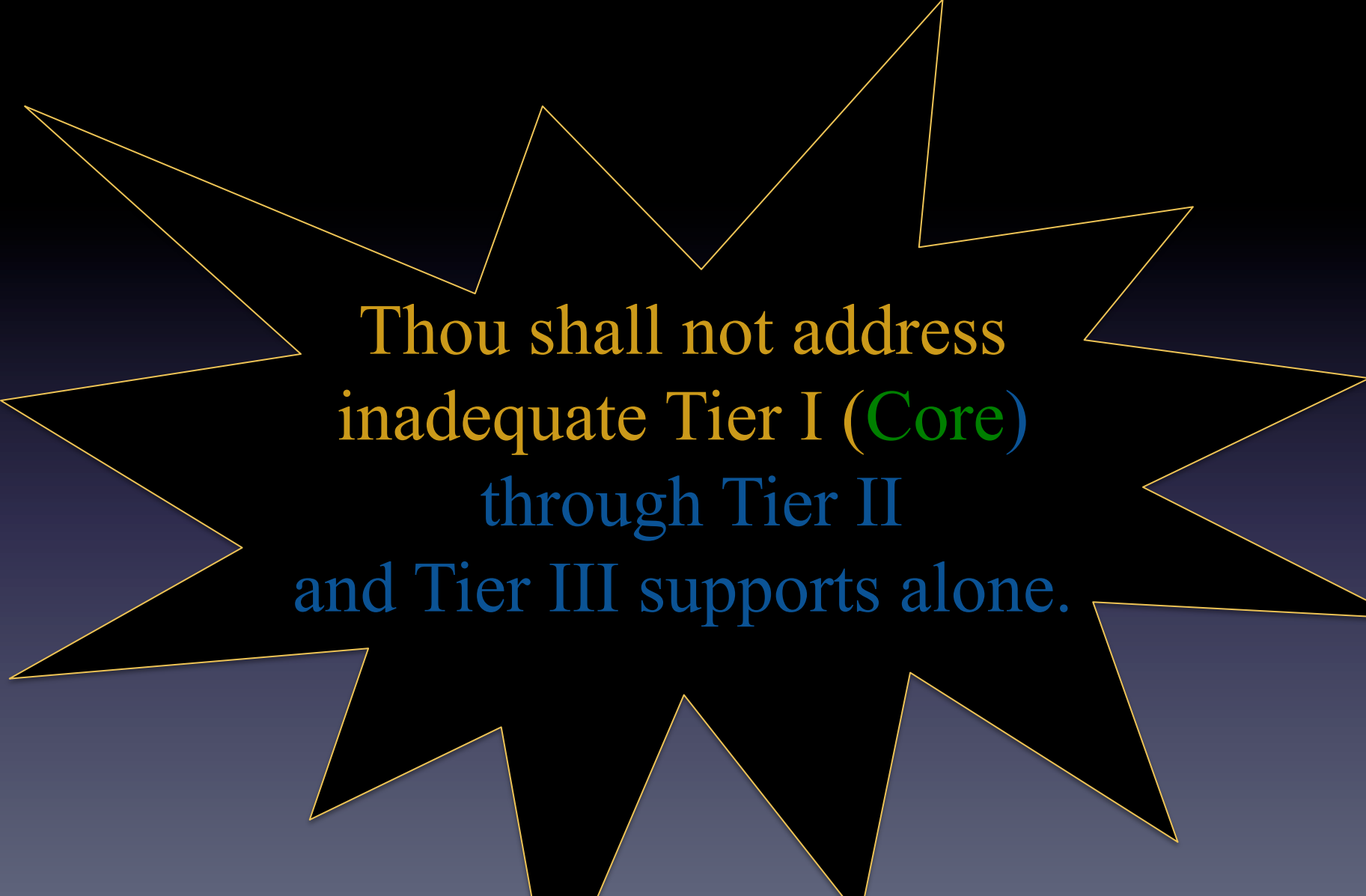
- **Intensive** interventions (Tier 3) to students well below grade level
- Progress monitoring of students within an intensive intervention
- Referral for formal evaluation for special education eligibility



# Tier 1: Strengthening the Core

- Differentiated instruction and small-group activities
- Prioritized curriculum so students have ample opportunity to master power standards
- Analysis of assessment data to help inform staff about quality of the core
- Focused PD for quality teaching
- Programs implemented with fidelity
- Maximized instructional time

# The 11<sup>th</sup> Commandment



Thou shall not address  
inadequate Tier I (Core)  
through Tier II  
and Tier III supports alone.

“Educators who rely on interventions alone to meet the needs of students who score below proficiency will never solve the basic problem these children face.”

Buffum, Mattos, & Weber,

*Pyramid Response to Intervention*, 2009

# The basics of Core Instruction Defined

- Practices selected by the school or district to teach ALL students Utah's Core Curriculum and social behavior standards (i.e. PBIS)
- High probability of success for majority students (80-90%)
- Academic – Reading and Math curriculum used to teach all students (also Writing, Spelling, Science, Social Studies)
- Behavior
  - 4 components of PBIS
  - Effective Classroom Behavior Management

# It's all about the CORE!

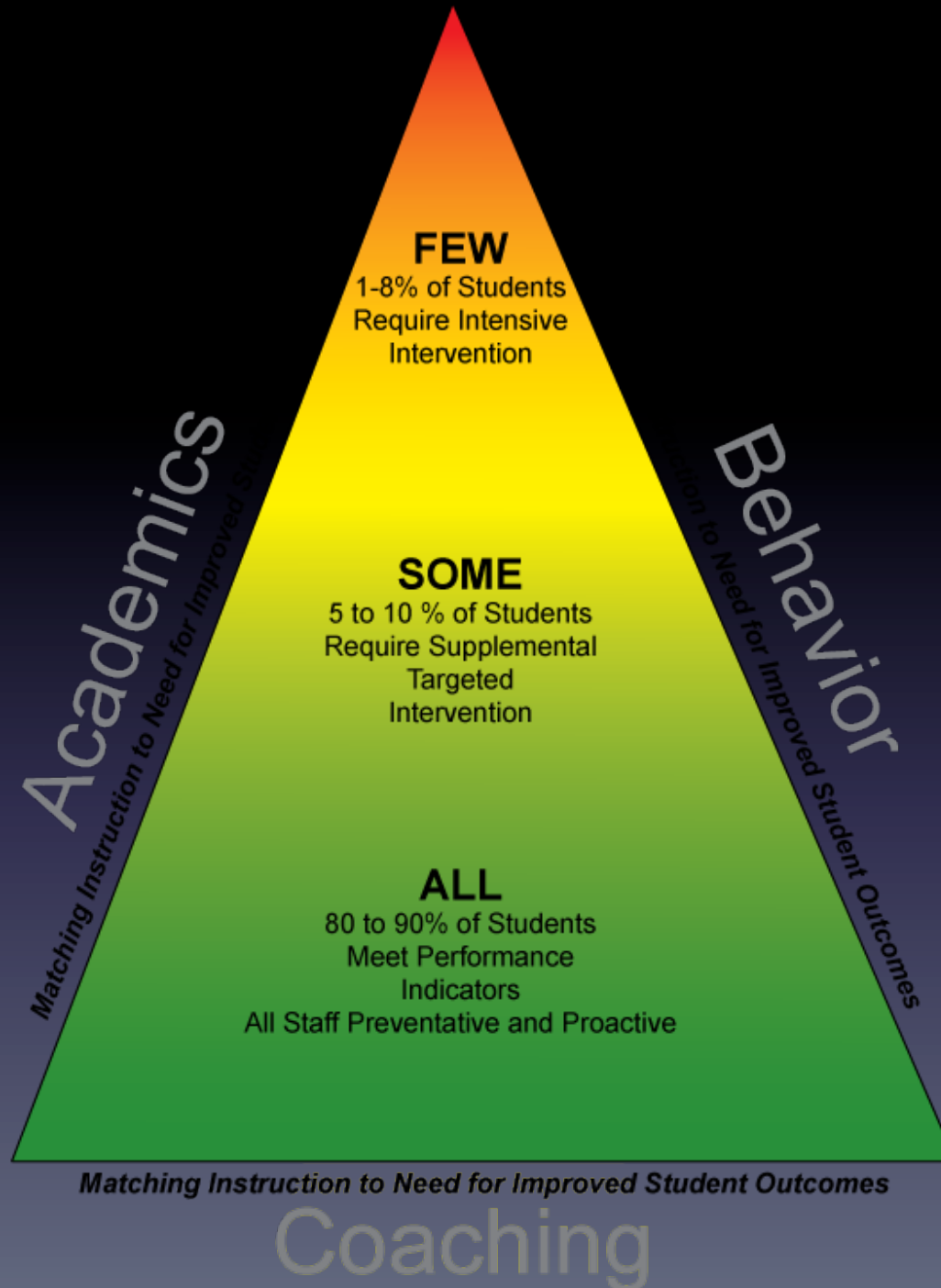
- Effective interventions must be built on a solid foundation of effective core instruction
- We CANNOT intervene our way out of a core instructional problem
- This approach leads only to overtaxed intervention providers and diluted, ineffective intervention systems
- Focus on effective practices

# Tier 1 Behavioral Interventions

- Provide positive environment for all students through the use of effective classroom management along with differentiated instruction.
- Adopt a schoolwide behavioral curriculum.
- Maximize instructional time to provide predictable structures.
- Train students at beginning of the year on procedures.
- Model and demonstrate appropriate academic behaviors in the classroom.
- Set high expectations.

# School Culture: The Foundation

- Assess current reality
- Focus on learning – not teaching
- Honestly try to answer the four critical PLC questions
- Empowered teacher teams
- Embedded collaboration
- Effective assessment to guide learning
- Focus on results – examine learning





# THE BOTTOM LINE

***Are we matching  
instruction to student  
need?***

# Focus of Instruction Continuum

Accurate at Skill	Fluent at Skill	Able to Apply Skill
<p>If no, teach skill.</p> <p>If yes, move to fluency</p>	<p>If no, teach fluency/automaticity</p> <p>If yes, move to application</p>	<p>If no, teach application</p> <p>If yes, then move to higher level/concept</p>

# Strategic monitoring

- A way to monitor students in relation to Core standards, as strategic monitoring is the monitoring of students' at their grade level.
- It is common practice in many Rtl systems that all students are strategic monitored on a monthly basis.

# Utah's Three-Tier Math Model for Elementary

- Review Tier 1: (page 10 in the PDF, page 9 in the actual document)

# Utah's Three-Tier Math Model for Elementary

- Review Effective Instructional Practices:  
(pages 18-22 in the PDF, pages 17-21 in the actual document)

# Homework for next class

Choose one of these pdf's in the course content files (on the wiki page):

- Rti.EssentialEducator.9.07.pdf
- rti.EssentialEducator.11.07.pdf
- Gifted-rti-summer-2009.pdf

Each of these are Rtl issues of educator magazines. Read 2 articles in the issue of your choice and be prepared to share a summary and your thoughts on what you read at the beginning of the next class.

THE END